



# SCHOOLGRANTS BIWEEKLY NEWSLETTER

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For the kids ... [www.schoolgrants.org](http://www.schoolgrants.org)

*Celebrating 5 Years of  
Service!*

## **CONTENTS**

[News & Resources](#)

[Grant Writing Tips](#)

[Grant Opportunities](#)

[Upcoming Deadlines](#)

[Events](#)

[SchoolGrants Services](#)

## **CONTACT INFORMATION**

Donna Fernandez  
SchoolGrants  
PO Box 177454  
Irving, TX 75017-7454

Phone: 469/235-7257

Fax: 972/438-8281

Email:

[donna@k12grants.org](mailto:donna@k12grants.org)

<http://www.schoolgrants.org>

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## **NEWS AND RESOURCES FOR GRANT WRITERS**

### **SchoolGrants News**

#### **Quick Reminders:**

- \* The online *SBN* is online for no more than one month after it is issued. Please be sure to save it to your computer if you wish to access it at a later date!
- \* If your email address changes, please be sure to let me know so I can continue to get the newsletter to you!
- \* Comments, suggestions, questions, and complaints are always welcome! Please mention that you subscribe to *SBN* when you write.

#### **Tip:**

The easiest way to use *SBN* is to immediately save a copy of the version you prefer to your computer or a disk. Then access the 'local' (on your computer) copy of the newsletter. Use the copy of the newsletter to access the online references. This will prevent you from having to continually hit the 'back' button on your browser and then wait for the online newsletter to reload.

### **Child-Well Being Index: Good News / Bad News**

<http://www.msnbc.msn.com/id/7328492/>

The [FCD Index of Child Well-Being](#) is a national measure of how American children have fared since 1975. The Foundation for Child Development (FCD) views the Index as a unique tool that allows the summarization of the trends of childhood well-being over time. The index measures the well-being of children and youth in the United States by looking at seven major areas of well-being over time, from 1975 to the present. In the Index, the seven major areas are:

- family economic well-being
- health
- safety—behavioral concerns
- educational attainment
- community connectedness
- social relationships
- emotional/spiritual

The Index gives a comprehensive summary of the direction of change (improvement or deterioration) in the well-being of America's children and youths by assessing children's well-being across these seven component domains.

The [2005 Index of Child Well-Being \(CWI\)](#) report presents a mixed picture of child well-being in the United States, with both positive and negative trends. There have been substantial and dramatic improvements in safety and risky behavior among young people, especially since 1993 in contrast with recent declines in health and economic well-being and a 30-year flat line in education. Overall child well-being improved only fractionally, from 104.48 in 2002 to 104.56 in 2003 – a gain of just 4.5 percent over the base year of 1975.

Among the findings for 2005 are:

- violent criminal activity among adolescents and teens has plummeted by more than 64 percent since 1975;
- violent crime victimization of children has fallen by more than 38 percent;
- births to adolescent and teenage mothers have dropped by nearly 37 percent;
- smoking among young people continues to decline;
- binge alcohol drinking increased from 27.9 percent in 2003 to 29.2 percent in 2004;
- the rate of educational attainment – as measured by student test scores in reading and mathematics – remains stagnant;
- more children live in poverty today than in 1975; and
- rates of obesity have more than tripled over the last 30 years.

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### **[New Tools Available to Encourage Teen Abstinence](#)**

<http://www.4parents.gov/>

A new set of communication tools to help equip parents to talk with their teens about sex and relationships while encouraging them to remain abstinent from unhealthy behaviors is now available. The new communication tools include the [4parents.gov](#) Web site as well as [Parents, Speak Up](#) and [Teen Chat](#) guidebooks (for preteen through age 19). The 4parents.gov Web site focuses on risk and promotes abstinence from multiple

risk behaviors, including early sexual activity. In addition, the Web site provides medically accurate information about a variety of health topics. Some features of the 4parents.gov Web site include interactive tools, statistics and conversation starters.

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### **[Faith-Based Organizations Receive More Federal Grants](#)**

<http://www.whitehouse.gov/news/releases/2005/03/20050301-1.html>

The President's Faith-Based and Community Initiative is designed to help faith-based social service providers to compete for Federal funding to serve alongside public and private nonprofits to help meet the needs of the less fortunate while still retaining their identity. In FY 2004, \$2 billion in competitive grants issued through the Departments of Health and Human Services (HHS), Housing and Urban Development (HUD), Justice, Labor, Education, and Agriculture and the Agency for International Development were awarded to faith-based organizations. In FY 2003, \$1.17 billion was awarded.

In one year, HHS, HUD, Justice, Labor, and Education saw a 20% increase in the number of grants to faith-based organizations with 334 more grants awarded, and a 14% increase in the amount awarded to faith-based organizations - an increase of \$164 million. The majority of the grants were for programs sponsored by HHS. HHS saw an 88% increase in the number of awards to faith-based organizations since FY 2002 - from 483 to 908. Since FY 2002, first-time HHS grants to faith-based groups have more than doubled.

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### **[Community Action Guide: Organizing to Improve Public Schools](#)**

<http://tinyurl.com/4wtac>

The Center for Community Change has developed an action guide for groups who want to make a difference in public

schools but need an education primer. This guide recognizes the importance our public schools play in society and provide information parents and other groups need to help improve them. The five objectives of this publication are to provide:

- A historical context of the public school system;
- Information about how public school systems typically operate – including key players and funding streams;
- An understanding of how federal legislation impacts schools;
- Case studies of successful organization efforts; and
- Tools and resources to assist in helping local schools improve.

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### [U.S. Department of Education's Teacher-to-Teacher Initiative 2005 Summer Workshops](http://www.ed.gov/teachers/how/tools/initiative/index.html)

<http://www.ed.gov/teachers/how/tools/initiative/index.html>

The U.S. Department of Education will be hosting a series of summer workshops designed for K-12 teachers and principals that focus on strategies proven to raise student achievement and to provide information on the latest, successful research-based practices.

Breakout sessions will cover the content areas of literacy, reading, mathematics, science, history and the arts. Additional sessions will be held on special education, English language learners, school leadership, the *No Child Left Behind Act*, using data effectively, federal grant writing, and teaching strategies that can enable all levels of students to improve academically.

The 2005 Summer Workshops will be held in:

Cincinnati, Ohio (June 20-22);  
Phoenix, Arizona. (June 27-29);  
Minneapolis, Minnesota (July 11-13);  
Tampa, Florida (July 18-20);  
Bethesda, Maryland (July 25-27);  
San Jose, California (August 1-3).

The registration and professional development sessions are free-of-charge. Meals and refreshments will be provided during scheduled workshop activities, but participants will be responsible for their own transportation and lodging expenses.

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### [AmeriCorps Teachers in Religious Schools Can Receive Subsidies](http://www.ombwatch.org/article/articleview/2752/1/327)

<http://www.ombwatch.org/article/articleview/2752/1/327>

The U.S. Court of Appeals for the District of Columbia has ruled that taxpayer funds can pay AmeriCorps volunteer instructors who are working in parochial schools. The American Jewish Congress (AJC) believes the practice blurs the line between church and state and may appeal the decision. The appeals court found that the volunteers taught religious subjects on their own time and when they were not wearing the AmeriCorps logo. The AJC alleges that some AmeriCorps volunteers teach nothing but religion courses and that the federal government does not properly monitor the program.

AmeriCorps grants fund volunteer programs for nonprofits such as Habitat for Humanity, American Red Cross, Boys and Girls Clubs, and many other smaller faith-based-based and community organizations. The AmeriCorps Education Awards Program exchanges \$4725 in financial aide for college tuition or student loan repayment for 1700 hours of community service at specific locations.

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### [College Preparation for School Leaders Questioned](http://tinyurl.com/6cdxs)

<http://tinyurl.com/6cdxs>

A new report, the first of the Education Schools Project series called *Educating School Leaders*, commissioned by the Annenberg Foundation, the Ford Foundation, the Ewing Marion Kauffman Foundation and the Wallace Foundation, has just been released. Arthur Levine, the

report's author and president of Teachers College at Columbia University, says that most graduate education programs where administrators are trained are deeply flawed. Principals and superintendents play such vital roles in education – hiring staff, building community trust, overseeing student learning – and yet their training is frequently taught by faculty who have little (if any) practical experience. Irrelevant curriculum and low standards are also blamed for leaving PK-12 administrators poorly prepared to meet their responsibilities.

The [4-year study](#) is based on surveys of deans, faculty, alumni and school principals. Researchers also looked at 28 case studies of schools and departments of education.

The [FundingFactory](#)'s program, the nation's largest free recycling fundraising program, offers FREE technology, sports & recreation equipment, playground systems and even cash in exchange for empty inkjet & laser cartridges and used cell phones.

All that is required is trading in your old cell phones and printer cartridges to earn points. Solicit area businesses to donate their used cell phones and printer cartridges in your school's name and watch your points accumulate! This is an easy, environmentally-healthy way to raise funds for your school! All necessary mailing supplies are provided and there is no cost associated with the mailing. (<http://tinyurl.com/mizf>) Please be sure to mention that you learned about the program through SchoolGrants when you register.

## GRANT WRITING RESOURCES

[Education Matters!](#)  
<http://tinyurl.com/6gc5g>

The U.S. Census has released annual data that shows, once more, that the more

education a person has, the more he or she can expect to earn. The report provides some current (1999) facts:

- Record highs have been reached in two areas: 85% of those age 25 or older reported they had completed at least high school and 28% had attained at least a bachelor's degree
- High School dropout: average of \$18,734/year  
High School diploma: average of \$27,915/year  
Bachelor's degree: average of \$51,206/year  
Graduate degree: average of \$74,602/year
- College-educated black (\$41,100) and Asian (\$43,700) women earn higher average salaries than college-educated white (\$37,800) and Hispanic (\$37,600) women.
- College-educated white (\$66,000) males earn considerably more than their Asian (\$52,000), Hispanic (\$49,000) and black (\$45,000) counterparts.
- The rate of high school graduation for women (85.4%) slightly exceeds that of men (84.8%) but more men (29.4%) than women (26.1%) earn a bachelor's degree or better.
- The Midwest had the highest proportion of high school graduates (88.3%), followed by the Northeast (86.5%), the West (84.3%) and the South (83%). However, the Northeast (30.9%) boasts the largest percentage of college grads followed by the West (30.2%), the Midwest (26.0%) and the South (25.5%).
- The District of Columbia had the highest proportion with at least a bachelor's degree (45.7 percent), followed by Massachusetts (36.7 percent), Colorado (35.5 percent), New Hampshire (35.4 percent) and Maryland (35.2 percent).

Educational attainment data are collected annually in the Current Population Survey

(CPS) and reported every March, with limited detail for states and some metropolitan areas. Detailed information from recent surveys and historical trends in selected topics can be obtained by visiting <http://www.census.gov/population/www/socdemo/educ-attn.html>

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### **Children of Meth Abusers**

<http://tinyurl.com/4evoe>

Approximately 30% of the more than 50,000 meth labs that have been discovered by authorities since 2001 were in homes where young children live. Methamphetamine abuse and manufacture affects children in a number of ways:

- Exposure to the drug while still in the womb causing them to enter the world with traces of meth already in their small bodies
- Contamination from toxic chemicals used to manufacture the drug
- Eruptions and fires that occur when homemade labs explode
- Long-term neglect, physical and/or sexual abuse
- Older children forced to forego their childhoods to become caregivers for younger siblings

These children often live in homes that are filthy, where drug paraphernalia is common and easily accessible and pornography litters the room. Chemicals needed to process the illicit drug are frequently found hidden in diaper bags and toy chests. Chemicals needed to produce more of the drug are often available even when bread and milk are not.

The methadone epidemic began on the West Coast and is prevalent now in many of America's urban areas. But, its toll is particularly evident in the rural areas of Iowa, Missouri, Tennessee, Arkansas, Oklahoma, Kentucky and Indiana. What is the prognosis for these children who are exposed to methamphetamines?

According to Dr. Rizwan Shah, a pediatrician at Blank Children's Hospital in Des Moines who is a respected expert on meth-exposed children, some will develop serious brain damage, some will have long-lasting developmental problems while still others will grow into well-adjusted, "normal" adults.

Properly caring for meth-exposed children – and combating the underlying epidemic – is difficult at best. It requires coordinated efforts by law enforcement, hazardous materials crews, health and social service agencies, substance abuse programs, and the courts. But, Mary Chavez, coordinator of Iowa's year-old Drug Endangered Children program and assistant attorney general, says, "All they've been is neglected. All they've ever seen is the unacceptable. If we don't do something, they're going to be filling up Iowa's prisons in a few years." [For more information about Iowa's Drug Endangered Children program go to <http://www.iowadec.org/>

~\*~

### **Half of All U.S. Children Live with Parental Substance Abuse**

<http://www.msnbc.msn.com/id/7329067/>

Columbia University's National Center on Addiction and Substance Abuse (NCASA) has released a report that shows one-half of all U.S. children (35.6 million) live in homes where an adult uses tobacco (37%), is a binge or heavy alcohol drinker (24%), and/or uses illegal drugs (12.7%). Researchers also say that these adults are three times more likely to abuse and four times more likely to neglect the children living with them than their counterparts.

Data for the report came from an analysis of NCASA research plus reports from organizations such as Alcoholics Anonymous, the Children's Defense Fund, and various surveys on families and health behavior conducted by the U.S. government.

According to the report, "Children of alcohol and drug abusers are at increased



risk of accidents, injuries and academic failure. Such children are more likely to suffer conduct disorders, depression or anxiety. Researchers say that children who live with adults who are substance abusers are more likely than their peers to smoke, drink and/or use drugs.

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Did you know?

*The National Institute on Drug Abuse has a new web site that may be helpful to you when writing proposals for school and student safety. [NIDA Inhalants Website](http://www.asbj.com/specialreports/0305SpecialReports/S3.html) discusses the dangers of inhalant abuse.*

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### **Children, Schools, and Mental Health Issues**

<http://www.asbj.com/specialreports/0305SpecialReports/S3.html>

What are some of the signs that a child suffers from depression? A child

- whose habits change because he's so tired
- who is aggressive and irritable and gets into fights over the smallest infraction
- who plays the role of the class clown
- who is withdrawn, sad, and/or sluggish
- with distorted thinking, feelings of worthlessness or guilt, or anxiety
- who no longer enjoys activities that were viewed as pleasurable in the past
- who cries easily or frequently
- whose eating and/or sleep patterns have changed

Depressed children are at risk of committing suicide. They are also at risk of being involved in homicide. Depression frequently leads to drug and alcohol abuse and risky behaviors. At the least, depressed children whose depression is not treated will likely grow up into adults who have no joy and are unproductive, unhappy citizens.

The Center for Mental Health Services says that one in every 33 children and one in eight adolescents suffers from depression. Sadly, the majority are not receiving professional assistance. According to the Surgeon General's Report on Mental Health, the help many of these children do receive comes from their school.

Mark Weist, director of the Center for School Mental Health Assistance at the University of Maryland, says that educators can and should play a role in the prevention of, screening for and treatment of mental and emotional disorders, including depression, because they impact how well a child learns. The federal government agrees that schools play an important role and the President's New Freedom Commission on Mental Health has recommended that school mental health programs be improved and expanded.

The special report in the *American School Board Journal* discusses a multitude of ways that schools can help address depression. It discusses specific programs, some grant-funded, that are being used across the country to help children overcome this disabling, dangerous malady.

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### **Business and Education – Questions and Answers**

[http://www.onphilanthropy.com/prof\\_inter/pi2005-03-24.html](http://www.onphilanthropy.com/prof_inter/pi2005-03-24.html)

The real and perceived quality of public schools has a large impact on local communities. The quality of education available impacts the kind of employees that will be available from the schools and whether now corporations are willing to move into the area. OnPhilanthropy did a question and answer session that addresses the importance of business and education partnerships and tips on making them better.

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## **School Safety – What's In; What's Not?**

<http://www.asbj.com/current/coverstory.html>

School safety is a hot topic – even more so now after the [tragedy last week](#) that took place at the Minnesota school. The *American School Board Journal's* March 2005 cover story examines the quickly evolving school safety field.

Keeping up with the rapid changes is difficult but the good news is that the safety efforts are working! A report from the National Center for Education Statistics and the Bureau of Justice Statistics, [Indicators of School Crime and Safety: 2004](#), shows that violent crime against students dropped by 50% between 1992 and 2002. Young people, at the time of the report, were at least 70 times more likely to be murdered when not at school.

Experts say that, while technology is important in school safety, collaboration, motivation and innovation are more important.

The team concept where strong principals and staff work together to maintain order inside and outside of the classroom results in schools that are generally positive and students are respectful and friendly. Open communication among staff and with parents, students and community members about school violence and issues that may escalate to school violence (such as bullying) is crucial. Schools should be sure that they offer violence prevention and conflict resolution programs and that they have trained personnel and a safety/crisis plan in place.

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## **Obesity Cuts Life Expectancy**

[http://www.healthtalk.ca/obesity\\_life\\_031705\\_399312.php](http://www.healthtalk.ca/obesity_life_031705_399312.php)

A new report in the New England Journal of Medicine shows that obesity is expected to cut from 2 to 5 years off of a person's life expectancy in the next 50 years. The

epidemic is currently responsible for reducing life expectancy by up to 9 months. Obesity, researchers believe, will impact a person's longevity if interventions are not found because increased risk of cancer, diabetes and heart disease.

These findings are especially significant because it is estimated that two-thirds of all American adults are overweight or obese and nearly 30% of the nation's children are overweight. Over the last 25 years, the number of children diagnosed with diabetes has increased ten times.

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## **Redesigning Physical Education Classes**

<http://www.msnbc.msn.com/id/6813949/>

With obesity on the rise, some schools are redesigning physical education programs to encourage children to be more active. With 30% of American children considered overweight and 15% of those obese, schools are coming up with ideas to get children off the couch and away from the computer and into physical activities:

- Wisconsin's Hortonville Middle School received a \$233,000 federal grant that is used to offer interactive dance, exercise balls, and a climbing wall.
- A University of Connecticut professor has developed a before-school program for overweight children that revolves around them having fun and playing.

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## **Legislation to Improve FoIA Introduced**

<http://www.ombwatch.org/article/articleview/2741/1/327>

The benefits of using the Freedom of Information Act (FoIA) to improve grant seeking were discussed in the last issue of *SchoolGrants Biweekly Newsletter*. During the week of March 14, two pieces of legislation were introduced to improve the act: the Faster FoIA Act and the Restore

FoIA Act. These bills are in addition to legislation creating an OPEN Government that was introduced in February. In addition, the Senate Judiciary Committee held a long-needed oversight hearing on FoIA – the first held since 1992.

The OPEN Government Act would allow those who have to sue the government for information to recoup legal costs, offer fee waivers to nonprofits and bloggers, and require tracking of FoIA requests. It would also establish an Office of Government Information Services (OGIS) that would be required to assist the public in resolving disputes before resorting to the courts, review and audit agency compliance activities, and make recommendations and reports on FOIA administration.

The Faster FoIA Act is designed to alleviate the long delays that many FoIA requesters experience when trying to obtain information under the Act. Despite the fact the FoIA requires federal agencies to respond to requests within 20 working days, requesters often do not receive responses for weeks, months, or even years. A chart showing the efficiency of governmental agencies in fulfilling FoIA requests in FY 2003 (latest data available) is available at <http://tinyurl.com/55ng6>.

The Restore FoIA Act would amend the Homeland Security Act of 2002 to limit provisions that create new FoIA exemptions. This bill, sponsored by Sens. Carl Levin (D-MI), Russ Feingold (D-WI), and Joseph Lieberman (D-CT), does not enjoy the same bipartisan support given to the Faster FoIA Act and the OPEN Government Act.

Americans strongly support the FoIA and believe it is necessary to ensure an open, accountable and democratic government. Last year, over 3 million requests for information were filed – an all-time high. However, it is getting more difficult to obtain information. Lawsuits are too costly when information requests are denied and, in some cases, agencies may be charging improper amounts to fulfill

requests. For example, People for the American Way was told by the U.S. Department of Justice that they'd have to pay \$372,799 for a search for documents related to the retention of about 700 people after 9/11. In addition, some groups are being denied fee waivers that they have been given in the past.

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**[House Committee Approves Government Performance Rating Bill](http://www.ombwatch.org/article/articleview/2747/1/327)**  
<http://www.ombwatch.org/article/articleview/2747/1/327>

President Bush used data gathered through use of the Program Assessment Rating Tool (PART) to determine how to allocate limited federal dollars in his budget requests. Based on results of program evaluations using the controversial PART, he did not request any funding for a number of popular programs.

A bill that will require the use of the PART, the Program Assessment and Results Act, has passed out of committee and is expected to be considered on the House floor in April. This bill requires the Office of Management and Budget (OMB), in conjunction with federal agencies, to assess programs at least every five years. Among other requirements, the bill codifies the PART.

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## **NEWS FROM AROUND THE NATION**

**[Native American Initiative Facilitates Product Donations](http://www.acf.hhs.gov/programs/ana/gifts-in-kind.html)**  
<http://www.acf.hhs.gov/programs/ana/gifts-in-kind.html>

The Administration for Native Americans (ANA) and Gifts In Kind International (GIKI) have collaborated to create a Native American Initiative designed to facilitate product donations from private sector and Fortune 500 firms to tribal governments, tribal colleges, and non-profit Native American organizations.



The goals of the Initiative are to:

- Increase communication through an information network to provide better service delivery of charitable donations to Native American communities; and
- Establish Native American reservation-based distribution centers to ensure that charitable contributions reach those most in need.

Products available through the program include office supplies and equipment, computers, software, health and personal care products, clothing, books, toys and building materials.

Tribes, tribal colleges and Native American non-profit organizations are eligible to receive donations once they are registered with Gifts In Kind International (GIKI). Interested organizations should contact GIKI at 703-299-7546 or [patherton@giftsinkind.org](mailto:patherton@giftsinkind.org) to start the registration process. Registration may also be done on-line by going to the Gifts In Kind website [www.giftsinkind.org](http://www.giftsinkind.org) and accessing Native American Initiative.

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### **Fight Crime: Invest in Kids**

<http://www.fightcrime.org/>

Fight Crime: Invest in Kids is a bipartisan, nonprofit anti-crime organization led by more than 2,000 police chiefs, sheriffs, prosecutors, victims of violence and leaders of police officer associations. The organization's mission is to take a hard-nosed, skeptical look at the research about what really works-and what doesn't work-to keep kids from becoming criminals. Information gained from these reviews is then distributed to policy-makers and the public. Strategies that have been proven to be effective are early care and education programs for preschoolers, good schools, after-school programs and prevention of child abuse, as well as programs that nip delinquency in the bud by getting troubled kids back on track.

If you haven't visited the Fight Crime: Invest in Kids Web site lately, you should take a few moments to see what reports and information they may have available to assist you in developing needs statements and program plans.

Other school safety resources that may be useful include [The National School Safety Center](#) and [The National Youth Violence Prevention Resource Center](#).

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### **Detroit – Technology Purchased but Not Used**

[http://www.freep.com/news/education/dps28e\\_20050328.htm](http://www.freep.com/news/education/dps28e_20050328.htm)

The Detroit Public Schools have spent millions of dollars on three software programs that are designed to improve student performance and improve recordkeeping for teachers. But, after five years, the programs are still not in use.

The delay impacts the classroom in a variety of ways:

- Teachers have not been able to track test scores.
- Student progress cannot be easily monitored.
- Instruction cannot be individualized.
- Dollars spent on the software could have been spent on programs that benefited the students and/or their teachers.

In addition, records for students in special education along with Medicaid-reimbursable bills – which would mean more revenue for the school district - may have been lost. In some cases the systems are simply unavailable to teachers and, in others, no training has been provided. In any event, the costly programs are not being used.

The reasons why the technology is not yet in use vary. In some cases, leadership changes have impacted support for the projects. Delays in getting schools wired for internet access and out-dated electrical systems have added to the

trouble. Sometimes, expensive programs have simply not worked the way officials believed they would.

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## **NO CHILD LEFT BEHIND (NCLB)**

### **Early Reading First Pre-applications Approved**

<http://www.ed.gov/programs/earlyreading/index.html>

The list of invited full applicants for the Early Reading First program was announced on March 31. All pre-applicants will receive written notification, including their reviewer scores and comments. Full applications are due on May 2, 2005.

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### **Congress Wary of Bush High School Plan**

<http://www.msnbc.msn.com/id/6942235/>

No Child Left Behind (NCLB) requires annual testing for students in grades three through 8 but only requires students in high school to be tested once. President Bush's plan to improve high schools would increase required testing so that students in grades 9-11 will face annual reading and math achievement tests.

Congressional leaders are wary of the plan which would also allocate \$1.2 billion for high school interventions because much of the funding would be available by dissolving grants previously made for vocational education. Representative Mike Castle, chairman of the House Education and the Workforce's subcommittee on education reform, believes it is not likely that Bush's testing plan will go forward in Congress.

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*A primary method for gaining a mind full of peace is to practice emptying the mind.*

-- Norman Vincent Peale, minister and author

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## **GRANT WRITING TIPS**

### **Letters of Inquiry**

For those who apply for foundation grants, letters of inquiry are a common requirement. Letters of inquiry allow a foundation to quickly review a project to determine if it is of any interest to them. If it is, you will usually be asked to submit additional information; perhaps even a full proposal. Using these letters saves the foundation and your organization a considerable amount of time compared to completing an entire proposal about a project for which the foundation has little interest.

Letters of inquiry are generally short (1-3 pages) and, in them, you describe, very concisely, your organization, the program idea, how it matches the funder's priorities, and your planned budget. Don't be misled into thinking that letters of inquiry are simple to prepare because few pages are required!

This may be your only chance to catch the eye of the foundation, so the brief letter must be your sales tool. You must sell the reader on the fact that your organization is capable of managing the proposed project, that there is a need for the project, that your program will address the need, and that you will perform the necessary tasks at a reasonable cost. The better planned your program is, the more likely it is that you will be able to adequately describe and sell it in only a few pages.

Typically, letters of inquiries, printed on your organization's letterhead and signed by the organization's top-ranking official, should include the following information:

- ◆ The mission of your organization
- ◆ The purpose of your request
  - The problem being addressed
  - The population to be served and how it was involved in the design/implementation of your work

- How you will address the problem
- How the program will promote long-term change
- ◆ How the request fits the Foundation's funding priorities
- ◆ Proposed project period
- ◆ Dollar amount of total annual organizational budget
- ◆ Dollar amount requested for the program
- ◆ Funds contributed toward the project by others

Frequent attachments to the letter of inquiry are:

- ◆ Proof of 501(c)(3) nonprofit status
- ◆ Detail of budget request

*Always follow the guidelines provided by the grantor to the letter.* Each has its own form and format that should be followed and each has its own requirements regarding attachments it wishes to receive.

Always personalize letters of inquiry. Do not develop a template that is sent to numerous funders unless you change each one to address the specific guidelines and requirements of the particular funder.

The following sites have examples of letters of inquiry or templates that may be useful to you:

- ◆ [Tucson-Pima Public Library](#)
- ◆ [NPGuides.org](#)
- ◆ [Kent State University](#)
- ◆ [SERA](#)
- ◆ [EPA](#)

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## UPCOMING DEADLINES

### FEDERAL OPPORTUNITIES

[Native Language Preservation and Maintenance](#), Apr 1  
[Family Life \(AFL\) Demonstration Projects](#), Apr 4  
[Office of Environmental Justice Small Grants Program](#), Apr 4  
[CSR Quality Initiatives Program](#), Apr 5

(LOI due 3/7/05)

[Excellence in Economic Education Program](#), Apr 8 (deadline extension)  
[Even Start](#), Apr 11  
[GEAR UP](#), Apr 11  
[Native Hawaiian Education Program](#), Apr 14  
[School Leadership Program](#), Apr 15  
[Women's Educational Equity Act Program \(WEEA\)](#), Apr 18  
[Alaska Native Education Program](#), Apr 18  
[Early Childhood Educator Professional Development Program](#), Apr 22  
[Jacob K. Javits Gifted and Talented Students Education Program](#), Apr 22  
[Safe Schools Healthy Students](#), Apr 29  
[Early Reading First](#), May 2 (full application – invited applicants only)  
[Urban Networks To Increase Thriving Youth Through Violence Prevention](#), May 2  
[Steppingstones of Technology Innovation for Students with Disabilities](#), May 6  
[Personnel Preparation To Improve Services and Results for Children With Disabilities--Preparation of Leadership Personnel](#), May 9 (IHE only)  
[Environmental Literacy Grants](#), May 12  
[SLC--Special Competition for Supplemental Reading Program Research Evaluation](#), May 16  
[Vocational Rehabilitation Services Projects for American Indians With Disabilities](#), May 19  
[Summer Schools in the Arts](#), May 23 (required preliminary proposals)  
[Family Planning General Training and Technical Assistance Projects](#), May 24  
[Professional Development for Arts Educators](#), May 20  
[Arts in Education Model Development and Dissemination Grant Program](#), May 31  
[Challenge America: Reaching Every Community Fast-Track Review Grants](#), June 1  
[Learning in the Arts for Children and Youth](#), June 13  
[Assets for Independence Demonstration Program](#), June 15  
[YouthBuild](#), June 21

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## FOUNDATION AND CORPORATE OPPORTUNITIES

[Weyerhaeuser Family Foundation Children's Initiative](#), Apr 1  
[Dollar General Literacy Foundation](#), Apr 8  
[Great American Voices: Young Artists Performing Opera and Broadway Classics](#), Apr 11  
[Investor Education for the Nation's Young Adults](#), Apr 13  
[Summer Academy Scholarship](#), Apr 15  
[Playwright Discovery Teacher Award](#), Apr 15  
[Playwright Discovery Award for Students](#), Apr 15  
[MetLife Foundation Bridge Builders' Grant](#), Apr 16  
[AEP Teacher Vision Grant](#), Apr 22  
[MetLife Foundation Partners in Arts Education Project](#), Apr 22  
[Nonprofit Innovation Award](#), Apr 28  
[Presidential Awards for Excellence in Mathematics and Science Teaching](#), May 2  
[Lemelson-MIT InvenTeams](#), May 6  
[JOIN HANDS DAY Excellence Awards](#), May 7  
[3-A-Day of Dairy Nutrition Education Grants](#), May 13  
[Horace Mann Scholarship Program for Educators](#), May 14  
[Target Arts and Reading Grants](#), May 31  
[Jordan Fundamentals](#), June 15  
[The Nature of Learning Grants Program](#), June 15

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## GRANT OPPORTUNITIES

**[Forensics in the Classroom Grant](#)**  
[http://www.courtTV.com/forensics\\_curriculum/grant.html](http://www.courtTV.com/forensics_curriculum/grant.html)

Free curriculum units, developed by CourtTV in partnership with the American Academy of Forensic Sciences, are available for classroom teachers. After using the units, teachers can apply for a \$1000 grant for use in the classroom. To apply, the teacher completes a brief survey.

Each entrant must be (i) currently employed as a science teacher at a U.S. State-certified high school or middle school and (ii) be assured of the same or similar science teaching position the following term, quarter or school year, when the funds will be dispersed.

One grant per year will be made.

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### **[Teacher Vision Grant](#)**

<http://www.aep.com/about/community/teacherGrants/default.htm>

AEP provides grants of \$100 to \$500 to pre-K through grade 12 teachers who live or teach in the [AEP service area or in communities with major AEP facilities](#). Any project that has an academic focus and has a goal to improve student achievement will be considered. AEP has a special interest in science, mathematics, technology, electrical safety and the balanced study of energy and the environment.

Complete and return the [electronic application](#) by **April 22, 2005**.

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### **[Mockingbird Foundation](#)**

<http://www.mockingbirdfoundation.org/funding/guidelines.html>

The Mockingbird Foundation, Inc. offers competitive grants to schools and nonprofit organizations that effect improvements in areas of importance to the Phish fan community. The Foundation is interested in the following types of projects:

- **Music:** Mockingbird is particularly interested in projects that encourage and foster creative expression in any musical form (including composition, instrumentation, vocalization, or improvisation), but also recognizes broader and more basic needs within conventional instruction. Mockingbird

encourages applications associated with diverse or unusual musical styles, genres, forms, and philosophies.

- **Education:** Education may include the provision of instruments, texts, and office materials, and the support of learning space, practice space, performance space, and instructors/instruction. Mockingbird is particularly interested in projects that foster self-esteem and free expression, but does not typically fund music therapy which is not education or music appreciation which does not include participation.
- **Children:** Mockingbird is interested in targeting children eighteen years or younger, but will consider projects which benefit college students, teachers, instructors, or adult students. Mockingbird is particularly (though not exclusively) interested in programs which benefit disenfranchised groups, including those with low skill levels, income, or education; with disabilities or terminal illnesses; and in foster homes, shelters, hospitals, prisons, or other remote or isolated situations.

Nonprofit organizations with tax-exempt status under section 501(c)(3) of the Internal Revenue Service code, or who have a sponsoring agency with this status, are eligible to apply. Public schools are tax-exempt and are eligible for funding.

Grants range in size from \$50 to \$5,000. All grants are made on a one-time basis.

Those interested in submitting a proposal should first submit a letter of inquiry using the web form at <http://www.mbird.org/funding/inquiry.html>.

For Letters of Inquiry submitted by:	The Funding Committee will invite proposals in:
February 1	April
August 1	October

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### [NEA Innovation Grants and Learning & Leadership Grants](http://www.nfie.org/programs/grantguides.htm)

<http://www.nfie.org/programs/grantguides.htm>

NEA grants support public school teachers, public education support professionals, and/or faculty and staff in public institutions of higher education for one of the following two purposes:

#### **(1) LEARNING & LEADERSHIP**

- Grants of \$2,000 to **individuals** fund participation in high-quality professional development experiences, such as summer institutes or action research.
- Grants of \$5,000 to **groups** fund collegial study, including study groups, action research, lesson study, or mentoring experiences for faculty or staff new to an assignment.

#### **(2) INNOVATION**

Grants of \$5,000 support collaborative efforts by two or more colleagues to develop and implement creative project-based learning that results in high student achievement.

Applications received by **June 1** will be awarded by November 15.

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### [Lemelson-MIT InvenTeams](http://web.mit.edu/inventeams/apply/InvenTeams2005app.pdf)

<http://web.mit.edu/inventeams/apply/InvenTeams2005app.pdf>

InvenTeams is the Lemelson-MIT Program's newest initiative to foster inventiveness among high school students. Students, in collaboration with teachers and industry mentors, identify a problem that can be solved by an invention.

High school science, mathematics and technology teachers at public, private and vocational schools are eligible to apply. (Teacher teams and intra- and inter-school collaborations are welcome).



As many as 15 grants of \$10,000 will be made for an in-class or extra-curricular invention project. The grant period will be October 2005 – June 2006.

Initial applications must be submitted by **May 6, 2005**. Final proposals must be submitted online or postmarked by **September 26, 2005**.

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### **Libri Foundation**

<http://www.librifoundation.org/apps.html>

The Libri Foundation was established in 1989 for the sole purpose of helping rural libraries acquire new, quality, hardcover children's books they could not otherwise afford to buy. The Foundation supports the concept that children who learn to enjoy reading at an early age continue to read throughout their lives.

Libraries are qualified on an individual basis. In general, county libraries should serve a population under 16,000 and town libraries should serve a population under 10,000 (usually under 5,000). Libraries should be in a rural area, have a limited operating budget, and an active children's department. Rural is usually considered to be at least 30 miles from a city with a population over 40,000.

Applications are accepted from independent libraries as well as libraries which are part of a county, regional, or cooperative library system. A library system may also apply if all the libraries in the system meet these requirements. Applications will be accepted from school libraries **if** they also serve as the public library.

Town libraries with total operating budgets over \$150,000 and county libraries with total operating budgets over \$350,000 are rarely given grants. The average total operating budget of a BOOKS FOR CHILDREN grant recipient is less than \$40,000.

The Libri Foundation is currently doing a special BOOKS FOR CHILDREN project with **libraries in Arizona, Nevada, and New Mexico**.

There are three ways to obtain a grant application from The Libri Foundation:

- Read the application instructions and [fill out the form online](#). The form must be printed out, signed, and returned to The Libri Foundation via mail.
- Link to an [Adobe Acrobat PDF version of the form](#) to print out and complete by hand or using a typewriter.
- To receive a paper application in the mail, please email your name and your library's name and mailing address to The Libri Foundation at [libri@librifoundation.org](mailto:libri@librifoundation.org). You may also request an application packet by mail, telephone, or fax at the address or phone numbers given on the Libri Foundation home page.

Grants are awarded three times a year. Application deadlines are: (postmarked by) **March 15th, July 15th and December 15th**. Grants are awarded April 30th, August 31st, and January 31st.

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Just for Fun: [Dictionary of Education Euphemisms](#)

### **SCHOOLGRANTS SERVICES**

Need help with grant writing? SchoolGrants is the place to turn! I can write a competitive proposal for your school or district or provide a valuable review service that will increase your chances of having your proposal funded.

Hands-on site-based workshops are an effective way to teach your staff how to write proposals to help fund those programs that are important to your school. I have the knowledge and experience necessary to teach others how to write a winning proposal. A recent workshop participant wrote this, "*I have been to many grant writing workshops, and I want you to know this is the only one that has been truly*

*practical. One can read and understand the process; it's the "doing" that is so helpful. THANKS!!"*

For more information about services available through SchoolGrants, you can reach me by sending an email to [donna@schoolgrants.org](mailto:donna@schoolgrants.org).

## FEDERAL OPPORTUNITIES

**Deadline Extended: [Excellence in Economic Education Program](#)** (CFDA 84.215B)  
<http://tinyurl.com/6x3sz>

The Excellence in Economic Education Program promotes economic and financial literacy among all K-12 students. Only national nonprofit educational organizations whose mission is to improve the quality of student understanding of personal finance and economics may apply.

The new application deadline date for the competition is **April 8, 2005**.

Applications for grants under the Excellence in Economic Education program must be submitted electronically using the Grants.gov Apply site. Through this site, you will be able to download a copy of the application package, complete it offline, and then upload and submit your application.

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**[Personnel Preparation To Improve Services and Results for Children With Disabilities--Preparation of Leadership Personnel](#)**  
<http://www.ed.gov/legislation/FedRegister/announcements/2005-1/032505b.html>

The purposes of this program are to (1) help address State-identified needs for highly qualified personnel--in special education, related services, early intervention, and regular education--to work with children with disabilities; and (2) ensure that those personnel have the skills and knowledge--derived from practices that have been determined

through research and experience to be successful--that are needed to serve those children.

Institutions of higher education are eligible applicants.

The U.S. Department of Education expects to award a total of 75 grants in five different focus areas. No grant will exceed \$200,000 per year. Grants may be awarded for up to 48 months.

Applications must be transmitted no later than **May 9, 2005**.

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**[Environmental Literacy Grants](#)**  
<http://tinyurl.com/3lxm9>

Funding is available through the National Oceanic and Atmospheric Administration (NOAA) to encourage the development of partnerships and to support existing, or foster growth of new, environmental literacy projects. This program has two funding priorities for FY05: (1) Partnerships that promote systemic change in NOAA-related science education, and (2) Innovative presentation of NOAA science and earth observing data through educational data visualizations and other educational tools. Within priority two, NOAA has committed to funding the installation of up to four "Science on a Sphere" (SOS) data systems at informal education venues. These SOS installations will be funded by way of one- to three-year cooperative agreements.

Eligible applicants are institutions of higher education, other nonprofits, commercial organizations, and state, local and Indian tribal governments. Eligible applicants include K through 12 public and independent schools and school systems, and science centers and museums.

Approximately 5 to 10 awards in the form of grants or cooperative agreements with a regional to national focus will be made. Projects of 1 to 3 years in duration will be

considered. The total budget for any single project shall not exceed \$500,000 and must have a minimum annual budget of \$100,000. "Science on a Sphere" installations can have total project budgets of no less than \$10,000.

Of the approximately \$2,500,000 of Federal financial assistance available in FY 2005, no more than \$280,000 is available for the four SOS installations.

The deadline for receipt of proposals is 5 p.m. EDT on **May 12, 2005**. Applications should be submitted through <http://www.grants.gov>.

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**Smaller Learning Communities--  
Special Competition for Supplemental  
Reading Program Research Evaluation**  
<http://www.ed.gov/legislation/FedRegister/announcements/2005-1/033005e.html>

The purpose of the Smaller Learning Communities (SLC) program is to promote academic achievement through the planning, implementation or expansion of small, safe, and successful learning environments in large high schools to help ensure that all students graduate with the knowledge and skills necessary to make successful transitions to college and careers. The purpose of this special competition is to fund, using a portion of FY 2004 SLC program funds, a national research evaluation of supplemental reading programs in a special type of SLC structure called freshman academies, and, in addition, to support a broader range of activities to create or expand SLCs in participating schools.

Eligible applicants are Local educational agencies (LEAs), including schools funded by the Bureau of Indian Affairs (BIA schools) and educational service agencies that meet the specified requirements.

Eight to twelve grants ranging from \$1,250,000-\$5,000,000 will be made.

The deadline for transmittal of applications is **May 16, 2005**.

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**Professional Development for Arts  
Educators** (CFDA 84.351)  
<http://tinyurl.com/5jwkb>

This program supports the implementation of high-quality professional development model programs in elementary and secondary education for music, dance, drama, media arts, or visual arts, including folk arts, educators and other arts instructional staff of kindergarten through grade 12 (K-12) students in high-poverty schools. The purpose of this program is to strengthen standards-based arts education programs and to help ensure that all students meet challenging State academic content standards and challenging State student academic achievement standards in the arts.

Eligible applicants are local educational agencies (LEA) working in partnership with one or more of the following—

- A State or local non-profit or governmental arts organization;
- A State educational agency (SEA) or regional educational service agency;
- An institution of higher education; or
- A public or private agency, institution, or organization, including a museum, an arts education association, a library, a theater, or a community- or faith-based organization.

The U.S. Department of Education expects to award 25 grants. No grant will be funded for more than \$350,000.

The deadline to file a Notice of Intent to Apply is April 29, 2005 (not required to apply for the grant). The deadline for transmittal of applications is **May 20, 2005**.

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**Family Planning General Training and  
Technical Assistance Projects** (CFDA 93.260)

<http://www.fedgrants.gov/Applicants/HHS/OS/OPHS/PA-FPGTG-05-009/Grant.html>

The Office of Population Affairs (OPA) announces the availability of grants to support Family Planning General Training and Technical Assistance projects. Funds are available to provide both training and specialized technical assistance to family planning personnel in order to maintain the high level of performance of family planning services projects funded under Title X of the PHS Act.

The Office of Population Affairs solicits applications for competing grant awards to support one general training center in each of the ten Dept. of Health and Human Services (DHHS) regions.

Applicant organizations must demonstrate significant experience in the design, development, implementation, successful completion, and evaluation of training activities. In addition, the successful applicant must demonstrate skill and experience in providing training to diverse, community-based entities. The successful applicant will provide evidence of familiarity with family planning and reproductive health issues, and the ability to translate evidence-based information into training activities.

Eligible applicants are State governments, County governments, City or township governments, Special district governments, Independent school districts, Public and State controlled institutions of higher education, Native American tribal governments (Federally recognized), Public housing authorities/Indian housing authorities, Nonprofits having a 501(c)(3) status with the IRS, other than institutions of higher education, Nonprofits that do not have a 501(c)(3) status with the IRS, other than institutions of higher education, Private institutions of higher education, and Individuals.

Ten awards are expected to be made. No award will exceed \$500,000 and none will be below \$330,000.

To receive consideration, applications must be received by the Office of Public Health and Science (OPHS) Office of Grants Management no later than **May 24, 2005**. Applications may only be submitted electronically.

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### **Arts in Education Model Development and Dissemination Grant Program**

<http://www.ed.gov/legislation/FedRegister/announcements/2005-1/033005b.html>

The Arts in Education Model Development and Dissemination program (AEMDD) supports the enhancement, expansion, documentation, evaluation, and dissemination of innovative, cohesive models that are based on research and have demonstrated that they effectively: (1) Integrate standards-based arts education into the core elementary and middle school curricula; (2) strengthen standards-based arts instruction in these grades; and (3) improve students' academic performance, including their skills in creating, performing, and responding to the arts. Projects funded through the AEMDD program are intended to increase the amount of information on effective models for arts education that is nationally available and that integrate the arts with standards-based education programs.

Eligible applicants are (1) one or more local education agencies that work in partnership with one or more of the following: state/local nonprofit or governmental arts organization, state educational agency or regional education service agency, institution of higher education, OR a public or private agency, institution or organization OR (2) one or more state or local non-profit or governmental arts organizations that work in partnership with one or more local educational agencies and that *may* partner with one or more of the following: state educational agency or regional education service agency, institution of higher education, OR a public or private agency, institution or organization.

Approximately 15 awards ranging from \$225,000 to \$275,000 for the first year of the project will be made. The project period is for up to 36 months.

Applications must be transmitted by no later than **May 31, 2005**.

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**YouthBuild** (CFDA 14.243)  
<http://tinyurl.com/5s6yv>

The purpose of the Youthbuild program is to assist disadvantaged young adults between the ages of 16 and 24 years of age in distressed communities to: (1) Complete their high school education; (2) provide on-site construction training experiences which result in the rehabilitation or construction of housing for homeless persons and low- and very low-income families; (3) foster leadership skills; (4) further opportunities for placement in apprenticeship programs; and (5) promote economic self-sufficiency for program participants.

Eligible applicants are public or private nonprofit organizations that include grassroots community-based organizations, including faith-based organizations. Other eligible applicants include state or local housing agencies or authorities, state or units of local government, or any entity eligible to provide education and employment training under other federal employment training programs

Approximately \$56,444,800 in appropriated funds and carry over is available for Fiscal Year (FY) 2005.

The application submission date is on or before **June 21, 2005**. All applications must be submitted electronically using <http://www.grants.gov>.

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**Assets for Independence  
Demonstration Program**

<http://www.acf.hhs.gov/grants/open/HHS-2005-ACF-OCS-EI-0053.html>

Assets for Independence (AFI) Projects assist low-income people in becoming economically self-sufficient by teaching project participants about economic and consumer issues and enabling them to establish matched savings accounts called Individual Development Accounts (IDA) in order to save for a first home, a business or higher education.

Organizations that may apply include, but are not limited to, Community Action Agencies; community development corporations; financial institutions such as banks, credit unions, and community development financial institutions; faith-based and community organizations; State and local government agencies; and other organizations such as marriage strengthening coalitions; service and fraternal organizations; schools, colleges and universities; and consortia or groups of organizations that collaborate to administer an AFI Project.

The Administration for Children and Families, Office of Community Services (OCS) anticipates making between 50 and 60 awards that will average \$327,273 over a 5-year budget period. No award will exceed \$1,000,000.

OCS will review and make funding decisions about applications submitted by any of three due dates: **March 15, June 15 and November 1**. (If a date falls on a weekend, the due date will be the following Monday.)

*Hints:* The [OCS Asset Building Web site](#) includes a wealth of information about the AFI Program including ideas and suggestions for developing and managing an AFI Project. A downloadable text of the AFI Act and a synopsis of grantee responsibilities imposed by the Act are available along with a downloadable guidebook, The AFI Project Builder, which covers many topics and includes suggestions and best practices for planning, starting and implementing an



AFI Project.

The federal government operates the [mymoney.gov website](http://mymoney.gov) that is dedicated to helping Americans better understand their money. It offers information from 20 federal agencies about how to save, invest, and manage money so personal goals can be achieved.

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## EVENTS

**April 19, 2005, 8:00 PM ET**  
**[Education News Parents Can Use](#)**  
**Satellite broadcast (also available online)**

The upcoming broadcast is on early childhood development.

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**June 1-3, 2005**  
**[2005 Juvenile Justice National Symposium: Joining Forces for Better Outcomes](#)**  
**Miami, FL**

The symposium will focus on the importance of coordinating and integrating juvenile justice and child welfare services as an integral aspect of serving our nation's youth. It should be of particular interest to service administrators, supervisors, practitioners, board members, parents, and others who share a commitment to providing children with the opportunity to succeed.

~ \* ~

**November 5-9, 2005**  
**[National Even Start Association](#)**  
**Arlington, VA**

Details coming soon!

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Links to the credit card service (offered through [PayPal](#)) are available at <http://www.schoolgrants.org/newsletter2.htm> and <http://www.schoolgrants.org/WriteGrant.htm>.

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Thank you for subscribing to the SchoolGrants Biweekly Newsletter! Your comments, contributions, suggestions and questions are always welcome! Write to me at [donna@schoolgrants.org](mailto:donna@schoolgrants.org). Thanks to each of you who has helped spread the word among your friends and colleagues about the SchoolGrants site and newsletter.



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## Releases » Education

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U.S. Department of Commerce • Washington, D.C. 20233

[« Return to Main Releases Page](#)**EMBARGOED UNTIL: 12:01 A.M. EST, MARCH 28, 2005 (MONDAY)**

Mike Bergman  
Public Information Office  
(301) 763-3030/457-3670 (fax)  
(301) 457-1037 (TDD)  
e-mail: [<pio@census.gov>](mailto:pio@census.gov)

CB05-38

[Summary Table](#)  
[Detailed Tables](#)**College Degree Nearly Doubles Annual Earnings,  
Census Bureau Reports**

New information from the U.S. Census Bureau reinforces the value of a college education: workers 18 and over with a bachelor's degree earn an average of \$51,206 a year, while those with a high school diploma earn \$27,915. Workers with an advanced degree make an average of \$74,602, and those without a high school diploma average \$18,734.

According to new tables released on the Internet titled Educational Attainment in the United States: 2004, 85 percent of those age 25 or older reported they had completed at least high school and 28 percent had attained at least a bachelor's degree — both record highs.

Other highlights for the population 25 years and over in 2004:

- Minnesota, Montana, Wyoming and Nebraska had the highest proportions of people with at least a high school diploma, all around 91 percent.
- The District of Columbia's population had the highest proportion with a bachelor's degree or higher at 45.7 percent, followed by Massachusetts (36.7 percent), Colorado (35.5 percent), New Hampshire (35.4 percent) and Maryland (35.2 percent).
- At the regional level, the Midwest had the highest proportion of high school graduates (88.3 percent), followed by the Northeast (86.5 percent), the West (84.3 percent) and the South (83.0 percent).
- The Northeast had the highest proportion of college graduates (30.9 percent),

followed by the West (30.2 percent), the Midwest (26.0 percent) and the South (25.5 percent).

- High school graduation rates for women continued to exceed those of men, 85.4 percent and 84.8 percent, respectively. On the other hand, men continued to have a higher proportion of their population with a bachelor's degree or higher (29.4 percent compared with 26.1 percent).
- Non-Hispanic whites had the highest proportion with a high school diploma or higher (90.0 percent), followed by Asians (86.8 percent), African-Americans (80.6 percent) and Hispanics (58.4 percent).
- Asians had the highest proportion with a bachelor's degree or higher (49.4 percent), followed by Non-Hispanic whites (30.6 percent), African-Americans (17.6 percent) and Hispanics (12.1 percent).
- The proportion of the foreign-born population with a high school diploma (67.2 percent) was lower than that of the native population (88.3 percent). However, the percentages with a bachelor's degree or more were not statistically different (27.3 percent and 27.8 percent, respectively).

The data on educational trends and attainment levels are shown by characteristics such as age, sex, race, Hispanic origin, marital status, occupation, industry, nativity and, if foreign-born, when they entered the country. The tables also describe the relationship between earnings and educational attainment. Although the statistics are primarily at the national level, some data are shown for regions and states.

- X -

**The data were collected in the Annual Social and Economic Supplement to the Current Population Survey (CPS). As in all surveys, the CPS data are subject to sampling variability and other sources of error.**

**For further information on the source of the data and accuracy of the estimates, including standard errors and confidence intervals, go to Appendix G of <<http://www.census.gov/apspd/techdoc/cps/cpsmar04.pdf>>.**

**[PDF]** denotes a file in Adobe's Portable Document Format. To view these files, you will need Acrobat Reader which is available free from [Adobe](http://www.adobe.com).

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